Impact Assessment Report

on the

CSR Contributions made by

M/s. Tech Mahindra Limited

Madhapur, Hyderabad, Telangana

To

Mahindra Educational Institutions

For the Financial Year 2020-21

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i. Disclaimer and Notice to the Reader

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- We disclaim all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by any party arising out of or in connection with the report or any part thereof.
- This report contains our analysis of secondary sources of published information and incorporates the inputs gathered through meetings with MEI/MU staff, students, beneficiaries.
- We have used and relied on data received from MEI and MU, material gathered through internet, research reports and discussions with personnel within our office. We further confirm that we have not independently investigated or verified such information; we assume no responsibility for the accuracy and completeness of the information provided to us by MEI/MU and will not be held liable for it under any circumstances;
- We have neither conducted an audit, due diligence, nor validated the financial statements, presentations given and projections provided by MEI/MU. Further, we do not express any opinion or any other form of assurance.
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CA JSS Sivarama Prasad
Chartered Accountant
10th May 2022
Hyderabad

ii.   Acknowledgements

We are delighted to take this opportunity to express our heartfelt gratitude to everyone who made this Impact Assessment Study possible.

As this study was recruited and completed on a short notice, we owe our thanks to the cooperation extended to us by the MU authorities to deliver the requisite data, visit the various sites and interview as many individuals and personnel concerned.

We would like to thank Mr. Milind Kulkarni, CFO of TechM for inviting us to carry out this Impact Assessment and the Board of TechM for their sanctioning of it.

Thank you to Dr. Yajulu Medury (Vice-Chancellor), Col. Rajive Chauhan (Registrar), Mr. Ranjan Sardar (Finance Dept), Mr. Brainard Chandrahas, Maj. Gen Sukesh Rakshit, Mr. Rakesh Sreedharan, Mr. Saikrishna Chaitanya, Mr. Narasaraju, Mr. Sudhakar Reddy (Corporate Services), Mr. G.K.Suresh, (Manager Projects), Mr. Srinivas (Office Assistant), invited Faculty and Students for our interviews and focus groups and all the support staff who assisted us.

It was indeed our pleasure to have visited this lush and beautiful campus and to have worked with all of you in making this report a success!

Thanking you,

CA JSS Sivarama Prasad
Chartered Accountant
10ᵗʰ May 2022
Hyderabad

iii.   List of Acronyms and Abbreviations used:

AI   - Artificial Intelligence
CA   - Chartered Accountant
CFO   - Chief Financial Officer
COE   - Centres of Excellence
CS   - Computer Science
CSR   - Corporate Social Responsibility
EEE   - Electrical and Electronics, Engineering
ERP   - Enterprise Resource Planning
HR   - Human Resources
ICT   - Information, Communications and Technology
IT   - Information Technology
JEE   - Joint Entrance Examination
JNTUH - Jawaharlal Nehru Technological University, Hyderabad
ME   - Mechanical Engineering
MEC   - Mahindra Ecole Centrale
MEI   - Mahindra Education Institutions
MU   - Mahindra University
NRI   - Non-resident Indian
PG   - Postgraduate
PPO   - Pre Placement Offer
R&D   - Research and Development
TechM - Tech Mahindra Limited
TMF   - Tech Mahindra Foundation
TML   - Tech Mahindra Limited
UG   - Undergraduate
VC   - Vice-Chancellor

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1. Executive Summary:

1.1. About TechM:

Tech Mahindra Limited (TML) is a leading provider of solutions and services in the Information, Communications & Technology (ICT) industry serving a large number of global customers, including Fortune 500 companies. The company has a large pool of skilled professionals and has proven global delivery models, distinctive IT skills and decades of domain expertise that help clients realize their business aspirations.

1.2. About MEI:

The Mahindra Educational Institutions (MEI) incorporated as a Not-for-Profit Company with its main objective to establish institutions of higher learning, such as setting up of universities, colleges, academics and research institutes - -towards encouraging education and research work in different disciplines;

-to promote innovation and technology development; and

-to collaborate and /or affiliate with other universities in India for the cause of promoting high quality higher education within India.

1.3. About Us:

CA JSS Sivarama Prasad, Chartered Accountant has been a practicing Chartered Accountant over two decades. During this period, he has handled various assignments with multinational and multilateral organisations along with several Indian entities. He has a vast exposure of and thorough understanding in systems and processes of medium and large sized organisations. He has been rendering confidential & professional services to many national and international clients across India, UAE and parts of Africa.

1.4. CSR Vision of TechM:

The CSR vision of Tech Mahindra Limited is "Empowerment through Education." For Tech Mahindra Limited, Corporate Social Responsibility means responsible business practices through the involvement of all stakeholders in the decision making process and in its operations. It entails having business policies that are ethical, equitable, environmentally conscious, gender sensitive, and sensitive towards the differently abled. Tech Mahindra Limited committed itself to creating sustainable transformation and social integration.

1.5. Objectives of the CSR Policy:

The objectives of CSR policy are to:

- Demonstrate commitment to the common good through responsible business practices and good governance;
- Actively support and be part of the state's development agenda to ensure sustainable change;
- Sethighstandardsofqualityinthedeliveryofservicesinthesocialsector   by creating robust processes and replicable models;
- Engender a sense of empathy and equity among employees of TML to motivate them to give back to the society

1.6. Focus Areas:

- TML implements its CSR activities in accordance with Section 135 of the Companies Act 2013 and the Rules notified thereafter.

- One of the CSR focus areas' of TML is the promotion of education, especially technical education that makes the youth employable for the future.

- These programmes are implemented through Mahindra Educational Institutions (MEI).

1.7. Objectives & Scope of this Assignment:

The Impact Assessment exercise with regard to CSR initiatives of Tech Mahindra Ltd (TechM) with respect to Contributions made to M/s. Mahindra Educational Institutions (MEI) is proposed to undertake the following objectives:

a. To capture tangible and intangible impact of the Contributions made by TechM to MEI during the Financial Year 2020-21.

b. To establish end use of Funds / Contributions received by MEI from TechM.

c. To assess impact of the Contributions given to MEI

d. To examine whether the impact created matches with the planned objectives of Contributions given by TechM as part of its CSR initiative.

e. To suggest measures for improvement, if any, or course correction in case of on-going initiatives.

1.8. Methodology:

We have used mixed methods by collection of data pertaining to:

1. Primary study of CSR spent on the project, by data collection from the beneficiary apart from survey on the locations of beneficiary, in-depth interviews/discussions with the Management team of MEI.
2. Site visits and study of works executed
3. Review of documentation pertaining to infrastructure setup by using the contributions given by TechM.
4. Discussions with stake holders (Vice Chancellor, Registrar, Faculty and the members of the non-teaching staff as well as students)
5. Collection of quantitative data and qualitative information from beneficiaries.
6. The sampling methodology included:

   a. Selection and review of 25% of each category of expense.
   b. For other activities, review of 3 Programs conducted by MEI
   c. Interaction with 10% of Faculty
   d. Interaction with Non-teaching Staff – 5%
   e. Interaction with Student community – 30 in-person and 15 online.
   f. Some additional information was surmised from students identified as per the structured questionnaire.

1.9. Profile of the Sample analysed:

During our week-long visit to MU in May 2022, we had the opportunity to speak and interact with a cross-section of the Management, Faculty and students alike.

Care was taken to have a prolonged interaction with select members who are direct stakeholders such as the Vice-Chancellor, Registrar, Chief Finance and Accounts Officer, Corporate Services Manager, HR Department and some Faculty members.

The interaction with students was moderated through two focus groups that were anonymous, while ensuring that they were members of the 3rd year and 4th year batches – so that we could gain a perspective of the institution's growth over the past four years.

Students of the junior batches have just returned to this residential campus, as most of their classes were online in the past two years due to outbreak of the pandemic, and hence we did not speak to them.

1.10. Impact Assessment:

TechM has contributed an amount of Rs. 32.23 Cr towards Capital Expenditure and an amount of Rs.14.27 Cr towards Operational Expenses during the year 2020-21.

1.10.1. Tangible Benefits:

a. The most positive impact of TechM's CSR activities at MEI as identified by nearly all the respondents was greater availability of various basic facilities and infrastructure growth in the last five years. This was followed by access to direct jobs in the organised sector. All the respondents confirmed access to the Sports Complex, Supercomputer and Labs, as well as workshops and guest lectures that upskill and enhance their overall exposure to industry standards.

b. The tangible benefits were clearly identified as the generation of income and employment to all beneficiaries. This includes the enhancing of skills, and access to infrastructure, education and better health facilities. MU has also undertaken several R&D activities since its inception, which has resulted in 300+ publications, 31 externally funded research projects,18 book chapters and 7 patents (as of 31st March 2021). This establishes its competency as an innovation and research hub in-the-making.

1.10.2. Intangible Benefits:

- Intangible benefits include a more educated youth with greater awareness of environmental issues and better access to higher/technical education opportunities. These reflect an overall promotion of sustainable development as a core agenda of the MU.

- Intangibly, many stakeholders had also identified that 'Mahindra' is now associated not just as a corporate entity, but also as a university imparting high quality education. This validates that the CSR efforts of Mahindra has made an outcome to brand itself in spheres beyond just technology.

1.10.3. Scope for Improvement:

- Non-student individuals i.e. Faculty, staff and third party vendors – a total of 538 members – all indicated that the planned objectives of the CSR policy has met its intended use by the development and scaling up of MU. Their satisfaction levels were mostly high, though we did receive some suggestions from them that some maintenance should be undertaken before further expansion works.

1.11 Key Findings:

The most frequently suggested solution was regular monitoring from TechM, followed by monitoring by educational and hostel authorities.

The initiatives of TechM are respectable and their impacts and outcomes have been well received among the community and the beneficiaries. The benefits have a cumulative impact on the well-being of people in terms of improving human development in the areas of education as well as raising their standards of living and moving towards a sustainable development process.

However, the findings of the study also revealed some critical points of improvement in the areas of general administration and maintenance of built infrastructure, which are noted below. Therefore we have put forth some recommendations in the detailed report which we hope are duly considered by TechM's Board towards overall institutional development.

DETAILED REPORT

2. Introduction:

2.1. Introduction and Background to Mahindra University:

The university owes its roots to the Program that was a historic collaboration between the Mahindra group and the Ecole Centrale Paris to establish the **Mahindra Ecole Centrale School of Engineering (MEC)** in 2014, under the auspices of the Jawaharlal Nehru Technological University, Hyderabad (JNTUH). The founding Director was Prof. Sanjay Govind Dhande who established the college along with the partnership of CentraleSupelec, and rendered his services up to 2015.

From 2015 until 2017, an Interim Director – Prof. T.S. Krishnamurthy was appointed. Thereafter, Prof. Rajnish Srivastav was appointed as the Director of the college. His tenure ended prematurely in January 2018, but a new Director, Dr. Yajulu Medury was quickly appointed by March 2018.

Since 2020, MEC became Mahindra University – established under the Telangana State Private Universities Act and Dr. Medury was duly recognised as the new Vice-Chancellor.

MEC has established itself as a reputed technological school having a strong vision towards innovation and research in the field of engineering. The brand name of Mahindra and the partnership with CentraleSupelec forged a strong base in the city of Hyderabad to draw in young aspirants who sought a technical future.

2021 saw the beginning of the Ph.D. program in the Department of Engineering, as well as an intake in the newly instituted School of Law , School of Management and the Indira Mahindra School of Education.

Having seen a tremendous growth in student and faculty intake, as well as in infrastructure and perspective – from <200 students in one department (Engineering) to about 2000+ students currently, and projections of 7500+ students by 2025 – Mahindra University is growing exponentially with the support of Tech Mahindra.

2.2. Introduction to Mahindra Educational Institutions:

Mahindra Educational Institutions was incorporated on 9th April 2013 with CIN U80300AP2013NPL086878, as a 100% subsidiary of Tech Mahindra Limited.

MEI is a not-for-profit company set up under Section 25 of the Companies Act 1956 (corresponding to Section 8 of the Companies Act 2013).

Mahindra University (MU) was notified by the Government of Telangana vide Telangana Ordinance No. 1 of 2020 dated 20th May 2020 as per the Telangana State Private Universities (Establishment and Regulation) Act, 2018 for "educating future citizens for and of a better world".

Mr. Anand Mahindra, the Chairman of the US $20 billion Mahindra Group and the Executive Chairman of Mahindra & Mahindra Ltd, is the Chancellor of the University and he believes that professional courses have the greatest potential to contribute to economic inclusivity and sustainable development – which is consistent with the Mahindra RISE philosophy and vision.

The University aims to impart holistic education to a student population of around 10,000 students by 2030, offering both undergraduate and postgraduate programs in diverse streams of education that include Business Management, Engineering & Technology, Design and Architecture, Media, Law, Education, Liberal/Applied Arts and Commerce, Applied Sciences, etc.

Mahindra Ecole Centrale (MEC) established in 2014, has since been subsumed under the Mahindra University as the Ecole Centrale School of Engineering. MEC was set up by an agreement between Mahindra Educational Institutions (MEI – sponsoring body) and Ecole Centrale Paris (now known as CentraleSupelec) along with Jawaharlal Nehru Technological University Hyderabad (JNTUH). The Centrale Institutions comprise of Groupe des Ecoles Centrale (GEC), CentraleSupelec, Ecole Centrales at Lyon, Nantes, Lille, Marseilles and Casablanca (Morocco).

Besides the existing programs in Civil Engineering, Computer Science Engineering, Electrical & Electronics Engineering, and Mechanical Engineering, the Ecole Centrale School of Engineering is offering 4-year UG programs of study in Electronics & Computer Engineering, Artificial Intelligence, and Computation and Mathematics from academic session of 2020-21.

The main objectives of MEI are:
- To establish institutions of higher learning such as setting up institutions, universities, colleges, academies, and research institutes encouraging education and research work in different disciplines,
- To promote innovation and technology development, to collaborate and/or affiliate with other universities in India and abroad for the cause of promoting quality higher education.

- To collaborate and cooperate with educational or other institutions in any part of the world by exchange of teachers and scholars and generally in such manners of promoting higher education.
- To undertake, collaborate or affiliate with any institutions, trusts, or any other bodies in India and abroad for establishment and running of educational institutions in different disciplines

2.3. Corporate Social Responsibility U/s. 135 of Companies Act 2013:

Every company having a net worth of INR 500 crore or more, or turnover of INR 1000 crore or more, or a net profit of INR 5 crore or more during any financial year, shall constitute a Corporate Social Responsibility Committee of the Board consisting of three or more directors, out of which at least one director shall be an independent director.

The Board of every company referred to in sub-section (1) to Sec 135 shall ensure that the company spends, in every financial year, at least 2% of the average net profits of the company made during the three immediately preceding financial years, in pursuance of its Corporate Social Responsibility policy.

2.4. Introduction to Corporate Social Responsibility and Impact Assessment

Corporate Social Responsibility (CSR) is defined as an initiative by corporates to assess and take responsibility for the effects of the company's activities and operations on all aspects of society, including economic, social, and environmental, thereby covering the impact on the customers, employees, and shareholders of the organisation as well as on external communities, and the environment.

In this context, CSR is also referred to as "corporate citizenship", as it entails incurring short-term costs that do not provide an immediate financial benefit to the company, but instead, promote positive social and environmental change.

The scope of CSR activities broadly covers education; provision of water supply including drinking water; health care and organisation of health awareness camps; environment; social empowerment; and sports and culture.

The impact assessments of CSR focus on the effects of such investments and showcase the tangible and intangible results of CSR projects to the stakeholders.

The impact assessment exercise helps in comprehending the tangible and intangible changes experienced by the beneficiaries as well as those being witnessed by their surrounding ecosystems as a result of the intervention.

This helps stakeholders understand the overall outcome and impact of the project, and aids decision-making in terms of future investments to be made in CSR by the management.

The impact assessment exercise also aims to increase community participation and clarify how public policy helps achieve the goals and priorities of CSR.

2.5. Importance of Corporate Social Responsibility:

- CSR helps companies to stand out from the competition when companies are involved in any kind of community.
- CSR improves the public image by publicizing the efforts towards a better society and increase their chance of becoming favourable in the eyes of consumers.
- CSR increases media coverage as media visibility throws a positive light on the organisation.
- CSR increases customer loyalty.
- CSR initiatives makes employees happier and more fulfilled.
- CSR initiatives opens up new opportunities to companies.
- CSR enhances the company's brand value by building a socially strong relationship with customers.

2.6. CSR Objectives of Tech Mahindra Limited:

The objectives of CSR Policy of TechM are to:

- Demonstrate commitment to the common good through responsible business practices and good governance.
- Actively support and be part of the state's development agenda to ensure sustainable change.
- Set high standards of quality in the delivery of services in the social sector by creating robust processes and replicable models.
- Engender a sense of empathy and equity among employees of TML to motivate them to give back to the society.

2.7. Focus areas for CSR activities at Tech Mahindra Ltd:

TML will implement its CSR activities in accordance with Section 135 of the Companies Act 2013 and the Rules notified thereafter.

Currently the CSR focus area for Tech Mahindra Ltd is promotion of Education. Within this broad theme, specific areas such as school education, education for employment, and technical education are included. Persons with disability and Women's Empowerment are cross-cutting themes in these focus areas.

The interventions in these thematic areas will be prioritized to reach the underserved segments of the population like women, economically and geographically disadvantaged, and vulnerable and marginalized populations. The company also lays emphasis on employee volunteering in all its CSR efforts. These programmes shall be implemented through two organisations: Tech Mahindra Foundation (TMF) and Mahindra Educational Institutions (MEI).

- **School Education:** Education is the tool for creating an empowered, enlightened society capable of rising to its full potential. Availability of Quality Education for all classes is the way to ensure an equitable and just social system. TMF aims to improve the quality of school education in India through school improvement programmes, capacity building of all stakeholders and supplementary education.
- **Employability:** The Tech Mahindra Foundation intends to support the Government of India's larger vision of skill development of youth through developing their market-oriented skills and linking them to potential employers. This programme seeks to benefit school drop-outs, people with disabilities, and those unable to go into higher education, among others with specific focus on women.
- **Technical Education:** Mahindra Education Initiative shall establish institutions of higher learning, promote research and development and collaborate with other renowned institutions to contribute towards the goal of high quality technical education systems in India.

2.8. Governing Body of MU:

In pursuit of the above CSR objective of technical education, TechM has instituted a governing body, with the following members:

Table 1: Governing Body of the Mahindra University			
Sl.no:	Name of the Person	Position held at MU / Representing from	Role at MU
1	Mr. Anand Mahindra	Chancellor, Mahindra University	Chairman
2	Dr. Yajulu Medury	Vice Chancellor, Mahindra University	Member
3	Ms. Chitra Ramachandran, IAS	Spl. Chief Secretary to Government, Higher Education, Govt. of Telangana	Member
4	Ms. Shobana Kamineni	Executive Vice Chairperson of Apollo Hospitals	Member

5	Ms. Dhanashree Bhat	Tech Mahindra	Member
6	Mr. B.K. Mishra	Tech Mahindra	Member
7	Mr. Aditya Puri	Former Managing Director, HDFC Bank Ltd	Member
8	Col. Rajive Chauhan	Acting Registrar, Mahindra University	Non-Member Secretary

2.9. Implementation of CSR activities at Tech Mahindra Limited:

The Company's CSR programmes is identified and implemented according to the Board's approved CSR policy. This CSR Policy builds on the learnings from and good practices of the Company's ongoing CSR activities. To ensure its monitoring and evaluation mechanism, the policy has:

- clearly defined objectives (developed out of existing societal needs determined through baselines/studies/research), targets and time lines.
- a robust progress monitoring system
- impact assessments conducted by independent third-party agencies (such as this reporting agency)
- a reporting framework and system in alignment with the Act and Rules.

2.10. Activities of MEI during 2020-21:

In the academic session 2020, 648 students were admitted to the University in UG engineering programs, including 38 students in the PhD program in Engineering. Due to constraints imposed by the pandemic, classes had to be held by faculty in an online mode for most of the academic session; supported by an e-library, anti-plagiarism software and online platforms such as Zoom/MS Teams. During this period, all PhD students were permitted on campus, with students of batches 2017/2018/2019 briefly during the months of February/March 2021.

The University could not conduct its Annual techno-cultural festivals – AETHER, ECOLE-TYOHAR, TEDX-Mahindra Ecole Centrale due to the pandemic. However, some events were conducted online such as the Centrale Connect Conclave, etc. The MU Research Symposium & International Women's Day was celebrated by students in the virtual mode, with talks by eminent personalities such as Prof. Santanu Choudhary (Director, IIT Jodhpur), Prof. Prajval Shastri & Ms. Anita Manda, respectively.

During 2020-21, faculty were able to obtain approvals from the Dept of Science and Technology/Science and Engineering Research Board/Defence Research and Development Organisation for an additional 6 projects. 53 papers were published during the academic year.

The university intends to focus on developing Centres of Excellence (CoE) across several domains.

Broadly, in the immediate future, four Centres of Excellence have been envisaged for further expansion. These include the domains of Artificial Intelligence, Photonics related to Meta-materials & Plasmonics, Smart Structures & Sustainable Infrastructure, and Computational & Experimental Mechanics.

The CoEs will provide a meeting ground for like-minded researchers to work and collaborate on areas of mutual interest. The CoEs are an important component of the University vision in establishing global and national research and development opportunities to the faculty and students alike.

3. Scope of Impact Assessment Study:

In pursuit of TechM's CSR Policy, and its philosophy of obtaining an independent assessment of the initiatives undertaken by MEI, this impact assessment was awarded to CA JSS Sivarama Prasad, Chartered Accountant.

3.1. Objectives of the Study:

The proposed assignment was to address the following objectives:

a. Capture tangible and intangible impact of the Contributions made by TechM to MEI during the Financial Year 2021-22.

b. To establish end use of Funds / Contributions received by MEI from TechM.

c. To Assess impact of the Contributions given to MEI

d. To examine whether the impact created matches with the planned objectives of Contributions given by TechM as part of its CSR initiative.

e. To suggest measures for improvement, if any, or course correction in case of on-going initiatives.

3.2. Personnel:

The impact assessment team for this study includes:

a. **CA JSS Sivarama Prasad**, Chartered Accountant has over two decades of experience in the fields of Investigation and Audits and has executed several successful projects in India, UAE, Africa. He has participated in several activities that include drafting of formation documents and review of activities for SERP (Society for Elimination of Rural Poverty), APVRF (AP Vulnerability Reduction Fund) Trust, Viksit Bharat Foundation, initiated by Hon'ble President of India Shri APJ Abdul Kalam.

Currently he is a Board Member of :

- VASORD (Vasavya Society for Rural Development) established in 1983 working in the areas of rural development, *Gram Swaraj*, health, education, volunteering and sustainable development.
- Gandhi King Foundation, established in 2011 with the objectives to spread Gandhian thought and impart skills among youth.

- Sri Ramachandra Foundation, established in 2021 with the objectives to spread Vedic education and to teach the methods of Pranahuti supported meditation to seekers of spirituality.

b. **Chiteisri Devi** holds a Master's degree in Anthropology, Environment and Development from University College, London (UCL) and an undergraduate degree in Law from ILS Law College, Pune. From 2016 to 2020, she worked with the Sustainable Development Solutions Network (SDSN) (https://www.unsdsn.org/) as a Research Associate and then as an Education Manager with the SDG Academy– which is the SDSN's flagship education initiative. Her role included the production of content modules of ~20 courses, advocacy towards the SDGs, social media outreach and periodic evaluation of the overall program in monitoring the UN's progress towards the SDGs. Her areas of focus include gender, education and environmentalism.

c. **Sai Shanker Bukka** is a Cost Accountant with over two decades of varied experience in the key areas of Accounting, Finance, Audit and Management of nation-wide large entities in the field of Telecom, Infrastructure, Banking and Capital Goods Manufacturing activities.

d. **Harita D** holds a Master's Degree in Business Finance and carries a decade of work experience in the areas of Accounting, Auditing and has good exposure in ERP management as an end user to perform the financial operations and data analysis.

3.3. Limitations:

This study is limited by the accuracy of the data received from various departments on short notice.

We have attempted to deliver a comprehensive overview of the impact assessment to the best that we could, within the said deadlines.

4. Impact Assessment of MEI:

4.1. Qualitative Assessment of MEI:

In this chapter, we discuss the findings from the qualitative survey. The impact assessment exercise relies on an intensive examination and interpretation of the experiences of various stakeholders, over and above the quantitative survey.

Hence, we made an effort to gather data using qualitative tools. This included interviews with the beneficiaries, site visits, review of the capex works undertaken and corroboration of the data received from MEI.

The insights gathered by this survey were all based on information that was received anonymously – but we did ensure that all the respondents were *bonafide* members of the institution, past and present.

4.1.1. Methodology

We have used mixed methods by collection of data pertaining to:

1. Primary study of CSR spent on the project, by data collection from the beneficiary apart from survey on the locations of beneficiary, in-depth interviews/discussions with the Management team of MEI.
2. Site visits and study of works executed
3. Review of documentation pertaining to infrastructure setup by using the contributions given by TechM.
4. Discussions with stake holders (Vice Chancellor, Registrar, Faculty and the members of the non-teaching staff as well as students)
5. Collection of quantitative data and qualitative information from beneficiaries.
6. The sampling methodology included:

   a. Selection and review of 25% of each category of expense.
   b. For other activities, review of 3 Programs conducted by MEI
   c. Interaction with 10% of Faculty
   d. Interaction with Non-teaching Staff – 5%
   e. Interaction with Student community – 30 in-person and 15 online.
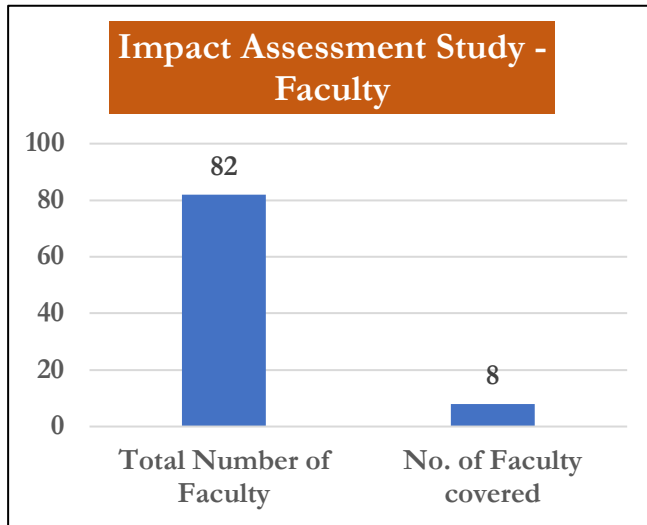   f. Some additional information was surmised from students identified as per the structured questionnaire.
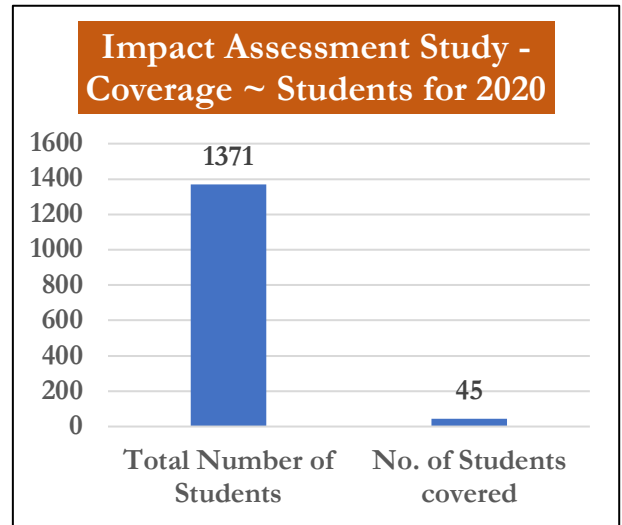
Chart 1: Faculty Interviews

Chart 2: Student Focus Groups

4.1.2. Detailed Profile of the Sample analysed:

During our week-long visit to MU in May 2022, we had the opportunity to speak and interact with a cross-section of the Management, Faculty and students alike.

Care was taken to have a prolonged interaction with select members who are direct stakeholders such as the Vice-Chancellor, Registrar, Chief Finance and Accounts Officer, Corporate Services Manager, Admin head, HR Department and some Faculty members.

The interaction with students was moderated through two focus groups that were anonymous, while ensuring that they were members of the 3rd year and 4th year batches – so that we could gain a perspective of the institution's growth over the past four years.

Students of the junior batches have just returned to this residential campus, as most of their classes were online in the past two years due to outbreak of the pandemic, and hence we did not speak to them.

As part of the study, we spoke to 2 focus groups of students. A summary of the most repeated observations are mentioned below in 4.1.7

4.1.3. Profile of UG Students admitted into University:

During the current academic year 2020-21, MU has admitted 648 Students for Under Graduate Courses.

As contemplated, the university is witnessing an increasing no. of admissions which can be positively construed for the increased number of girls, as well as an increased national intake. In addition to this, the NRI admissions have also doubled compared to the previous academic year.

The data suggests that Brand 'TechM' has an outreach that is growing due to the MU – which is in-line with the CSR vision of TechM.

The following are the details:

Sl No	Year	2019-20	2020-21
Table 2: MU Admissions			
1	Total Admissions	265	648
2	Total Applications Received	6,734	15,663
3	NRI Applications	123	143
4	Admissions North & East	10	49
5	NRI Admissions	34	73
6	Total No. of Offers Made	1,418	2,298
7	Total Offers Accepted	477	862
8	Total Cancelations	212	219
9	Admitted Students Gender% (Boys : Girls)	75:25	71:29
10	Admitted Students % (Telangana & AP: Outside)	86:14	81:19

4.1.4. Student intake for the academic year 2020:

Under the flagship name of "Ecole Centrale" School of Engineering. MEI has enrolled 686 freshers under various Programs of Technical Education for the academic year 2020:

Sl No	Program Name	Type UG/PG	Batch 2020
Table 3: Program-wise Admissions			
1	Computer Science Engineering	UG	220
2	Artificial Intelligence	UG	164

3	Electronics & Computer Engineering	UG	105
4	Computation & Mathematics	UG	42
5	Mechanical Engineering	UG	48
6	Civil Engineering	UG	37
7	Electrical and Electronics Engineering	UG	32
8	Ph. D	Ph. D	38
	Total		**686**

Chart 3: Department-wise Student intake
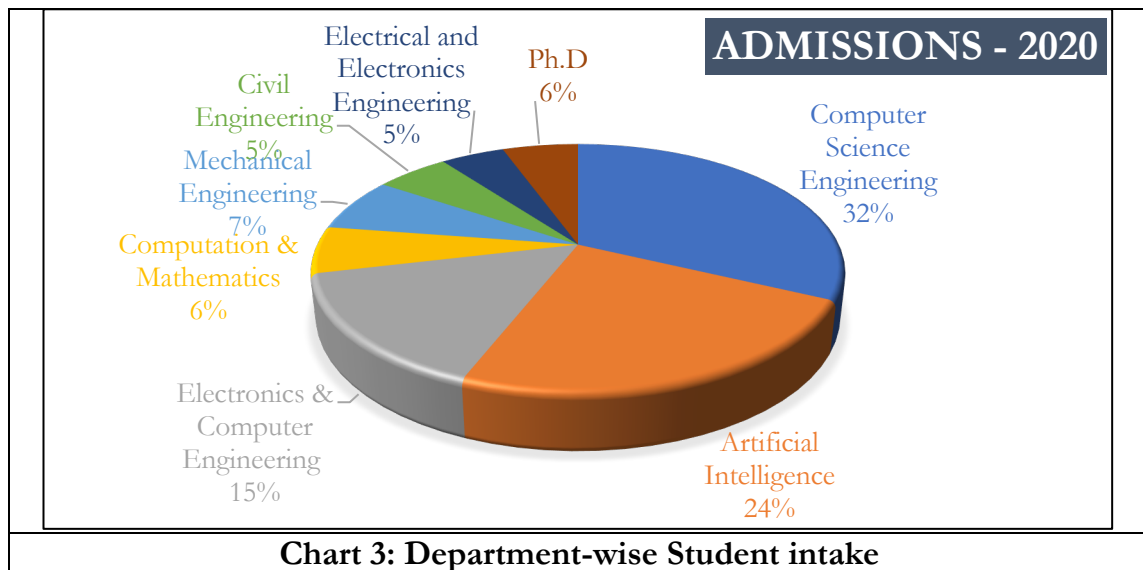
4.1.5. Program outcomes of School of Engineering at MEI:

Mahindra Ecole Centrale when established in 2014, laid a clear code for the expected outcome in the engineering program. These principles show that the quality, consciousness and futuristic approach are core philosophy of the institute. These are the illustrated highlights which are visibly seen to guide and inspire the current and future leadership of MU. Therefore, we used these points as a tool in our methodology to collect qualitative insights from all our respondents. The program outcomes are listed as under:

- **Engineering knowledge:** apply the knowledge of mathematics, science, engineering fundamentals and an engineering specialisation to the solution of complex engineering problems.

- **Problem Analysis:** Identify, formulate, review research literature and analyse complex engineering problems reaching substantiated conclusions

using first principles of mathematics, natural sciences and engineering sciences.

- **Design/Development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal and environmental considerations

- **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design or experiments, analysis and interpretation of data and synthesis of the information to provide valid conclusions.

- **Modern tool usage:** Create, select and apply appropriate techniques, resources and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of limitations.

- **The Engineer and Society:** Apply reasoning informed by the contextual knowledge to asses societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

- **Environment and Sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

- **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

- **Individual and Teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multi-disciplinary settings.

- **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

- **Project Management and Finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply

these to one's own work as a member and leader in a team, to manage projects and in multi-disciplinary environments

- **Life-long learning:** Recognise the need for and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.

4.1.6. Departments being operated at MEI for the academic year 2020-21:

In pursuit of achieving the abovementioned Program Outcomes, the MEC has formulated various Departments within the School of Engineering.

Approaching the technical training of engineering with the lens of Humanities, Natural and Social Sciences and lateral thinking suggests that a holistic outlook towards education is sought for through the processes laid out by the MEI.

4.1.6.1. List of Academic Departments under - Ecole Centrale School of Engineering:

Table 4: Engineering Departments at MU	
Sl. no	**Name of the Department**
1	Department of Physics
2	Department of Chemistry
3	Department of Mathematics
4	Department of Humanities & Social Sciences
5	Department of Electrical and Electronics Engineering
6	Department of Civil Engineering
7	Department of Mechanical Engineering
8	Department of Computer Science and Engineering

4.1.6.2. List of Non-Academic Departments:

Table 5: Non-Academic Departments	
Sl no	**Name of the Department**
1	Registrar
2	HR
3	Finance
4	Administration (Corporate Services)
5	Admissions & Marketing
6	Placements
7	Branding & Communication
8	IT
9	Examinations
10	Library
11	Student Affairs

4.1.7. Survey Results of Samples analysed:

During our week-long stay at MU, we had the privilege of interviewing both faculty and students alike. Below are the key findings of our interactions:

4.1.7.1. Faculty Interviews:

In the year 2020-21 – a total of 537 members comprising of Faculty, non-teaching staff and third-party vendors inside the residential campus.

All our respondents indicated that MU's growth was evident and mostly favourable towards attaining a long term vision of a global standard institution in-the-making.

Their satisfaction levels were mostly high, though we did receive some suggestions from them that some maintenance should be undertaken before further expansion works.

When Faculty members were interviewed – they each had an opinion about the size of each class. They all were unanimous that the 2020 batch size was the most optimum of all the years.

Most of them also spoke in high regard of the students – especially of the former batches, but some believed that the class size of the current batches was too high to afford individual attention.

A piece of noteworthy feedback received from a faculty member, now that MU is an autonomous body, is to review the curriculum periodically to reflect not just market requirements, but also alumni, Faculty and the students themselves. This would thereby increase overall learning objectives and the value proposition of MEI.

There was also a need expressed to facilitate the meeting of parents and faculty periodically, in order to manage the expectations that would ordinarily come with sending your ward to an institution like MU.
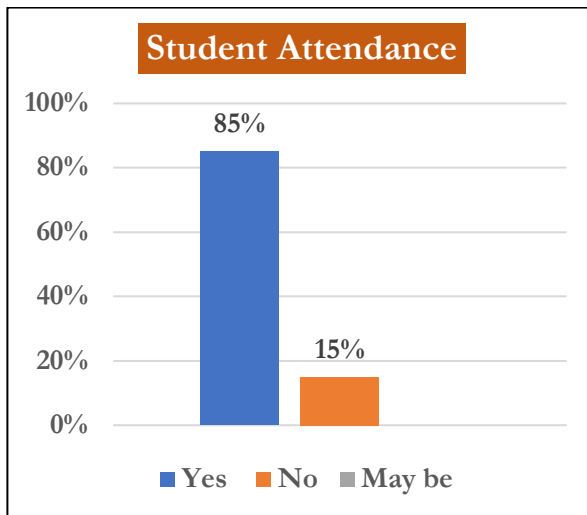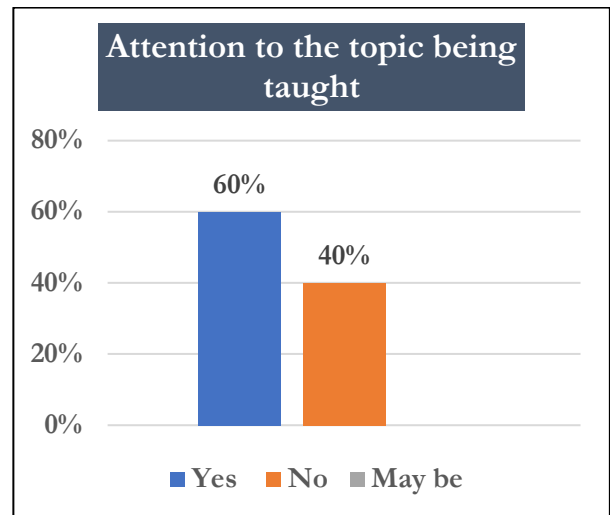

Chart 4: Do Students attend classes?

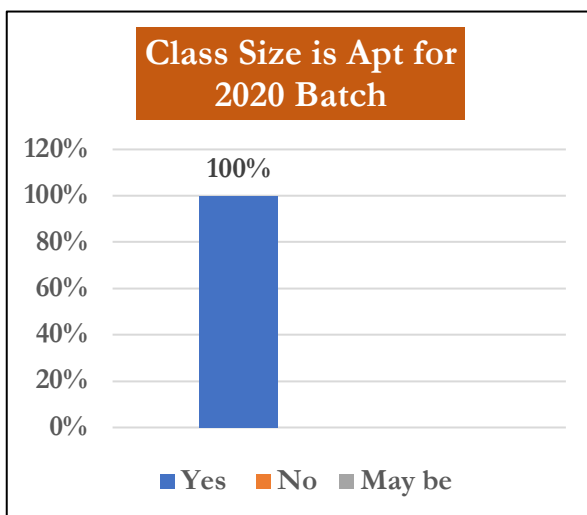**Chart 5: Do Students pay attention in class?**

Chart 6: Is the Student-Teacher ratio good?

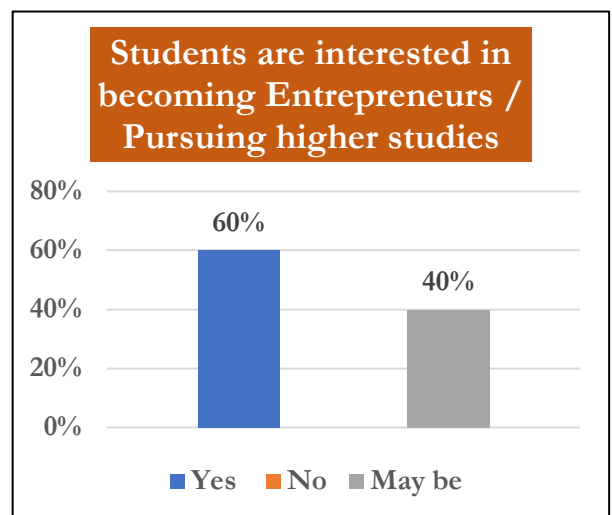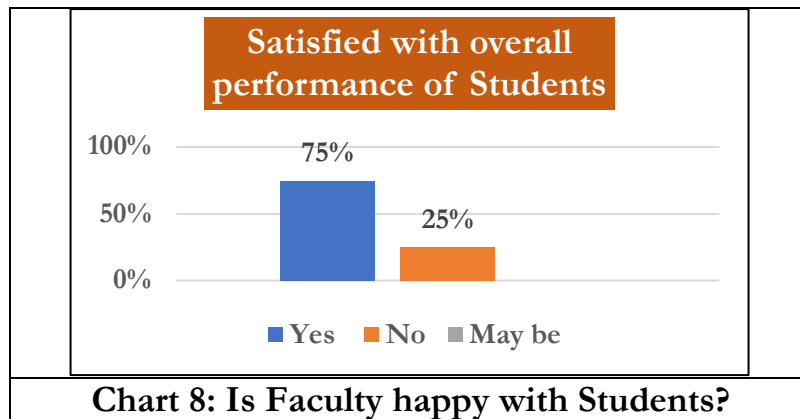
Chart 7: Do Students aspire to be entrepreneurs?

Satisfied with overall performance of Students

100%   75%
50%   25%
0%
■ Yes ■ No ■ May be

Chart 8: Is Faculty happy with Students?

4.1.7.2. Summary of Student Focus Groups – Key Insights:

We collated the interview highlights and combined the replies given by the sample students under the following categories. This data is summarised into a logical sequence giving an overall perspective of their statements and opinions. The extent of satisfaction is tabulated below, in order to gain an understanding of where they could be a scope for improvement at large.

The first group of students offered us insights which were not too opinionated, but mostly of observations.

An extract of our interaction is summarised below:

- Earlier (2014-2019) the batch strength was really low, and the JEE cut-off was also very high – so the quality of the students was exceptional. The student-teacher ratio was also low, so the overall quality of the teaching and attention was also appreciated. The 2018 batch had just 220 students (each branch had just about 60-70 students). Currently, the university has about 1000 students and the increasing strength has compromised on the student experience.
- When questioned on whether being a part of MEC was a confidence booster and whether they believed that they developed some technical skills in the past four years, the students seemed mostly agreeable. Their responses may be noted as below:
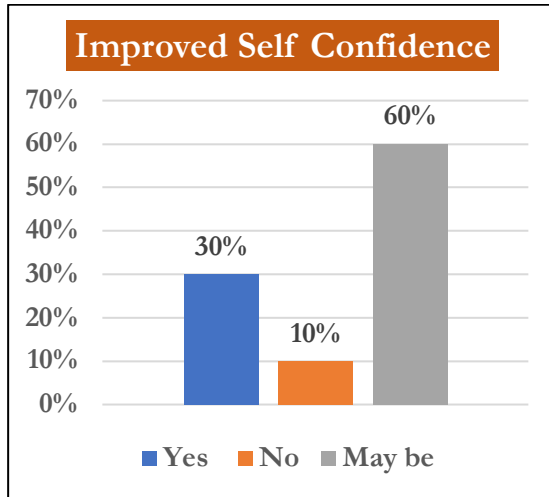
Chart 9: Students self confidence
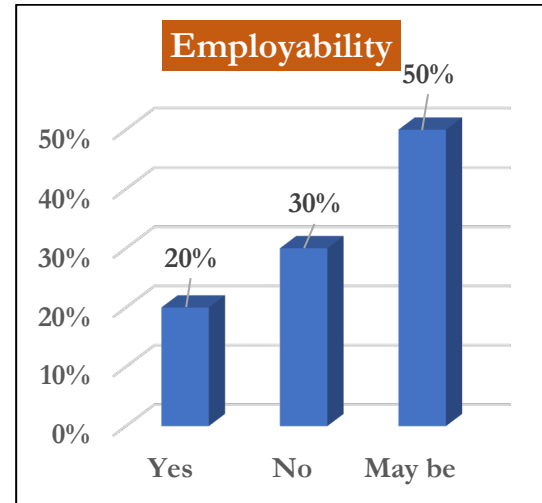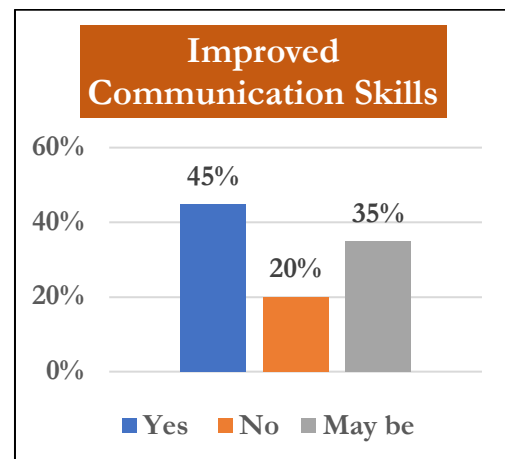

**Chart 10: What are the chances of increasing employability?**
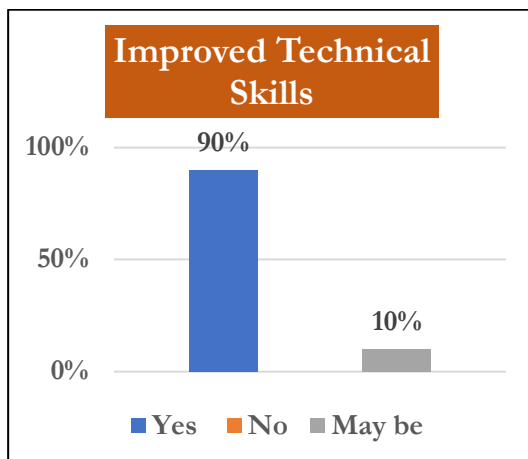
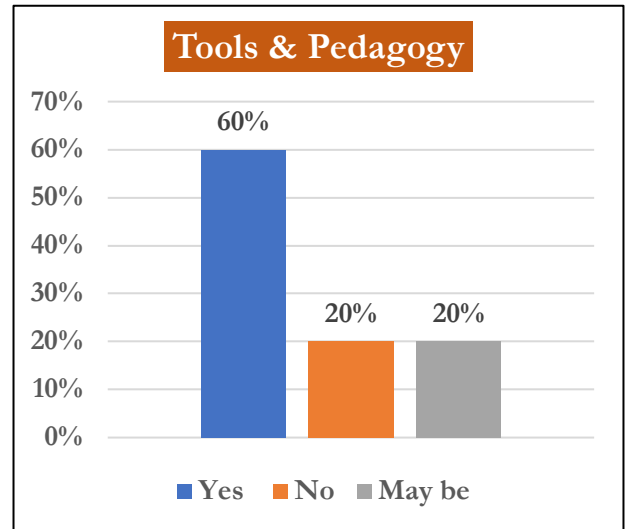**Chart 11: Have you any improved Technical Skills?**

Chart 12: Have you any improved Communication Skills?

- The initial batches had more subjects that were mandatory – but now the curriculum has improved. The current batches have fewer compulsory courses, but they feel it has been refined to industry standards.
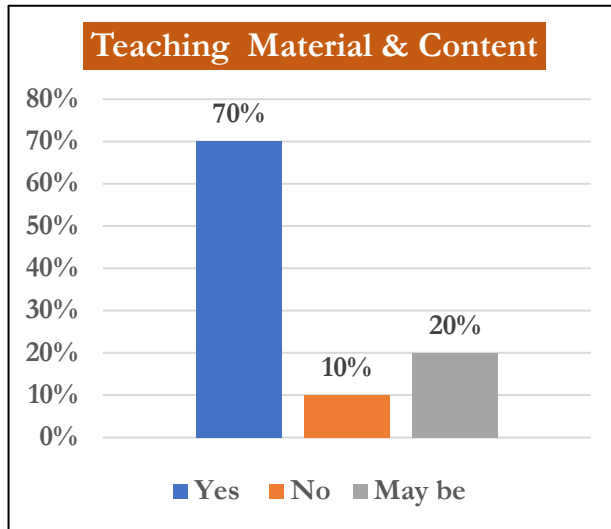
Chart 13: Are you satisfied with curriculum? – Part 1

Chart 14: Are you satisfied with curriculum? – Part 2

- When questioned about placements they felt that the earlier batches had better placements and internship opportunities. With the name 'Mahindra' they all hoped that Placements would be guaranteed and well-managed.

- On Campus life–the first batch of students indicated a positive experience of being here. Most students are local, yet they all felt the need for being on- campus during the week. However, they mentioned that there have been increased restrictions on their movements, recently.
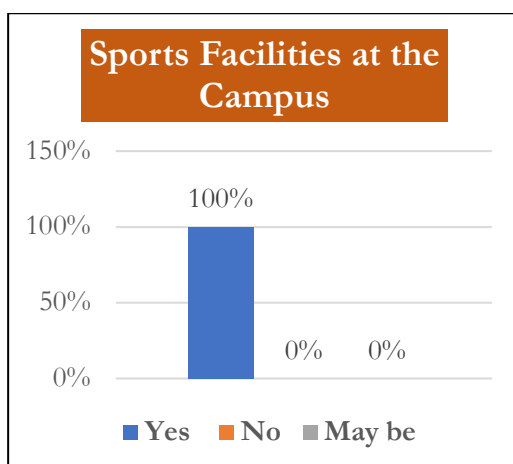
Chart 15: Are you happy with sports facilities?
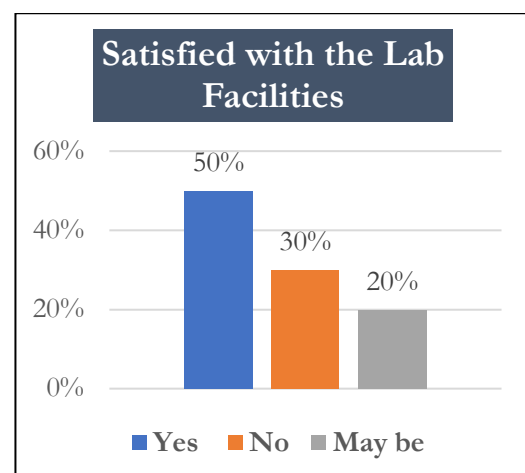
Chart 16: Are you happy with lab facilities?

Satisfied with Campus Facilities
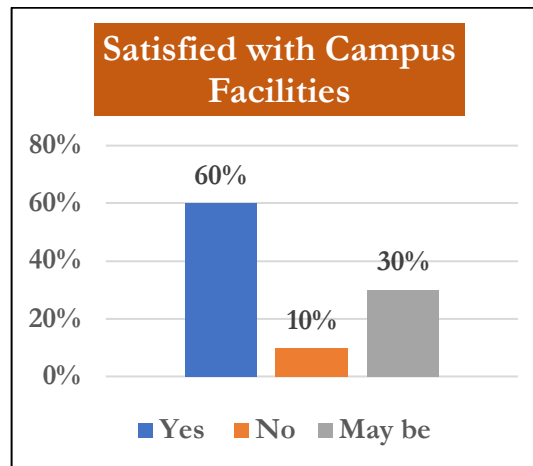
Chart 17: Is the campus infrastructure good?

- On Infrastructure and Facilities - the students appreciated the built infrastructure, but felt it was in need of an urgent upgrade to accommodate the increased number of students. Access to Labs, and the library used to be much easier when the strength of the student community was low. Also, many sports facilities and activities are now insufficient.

The second group of students highlighted their overall experience rather freely, the extract of their expression is given below:

- When questioned about Placements students felt that their expectations were not managed well and neither was the process as transparent as it was before. However, overall they were mostly satisfied with MU's collective efforts towards Placements.

Satisfied with Placement of Students
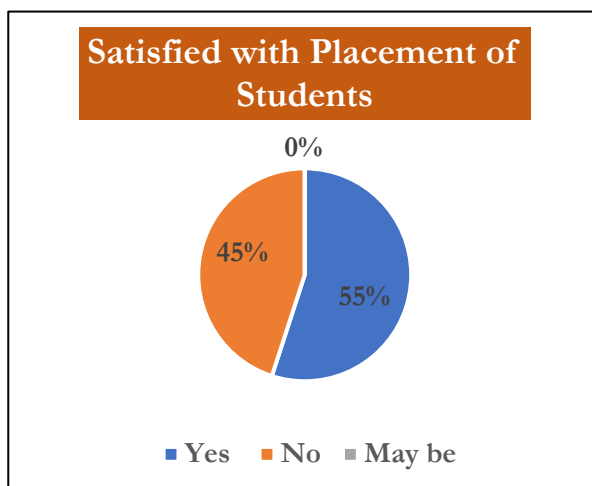
Chart 18: Are you satisfied with Placements?

Higher Education options after passing out of MU
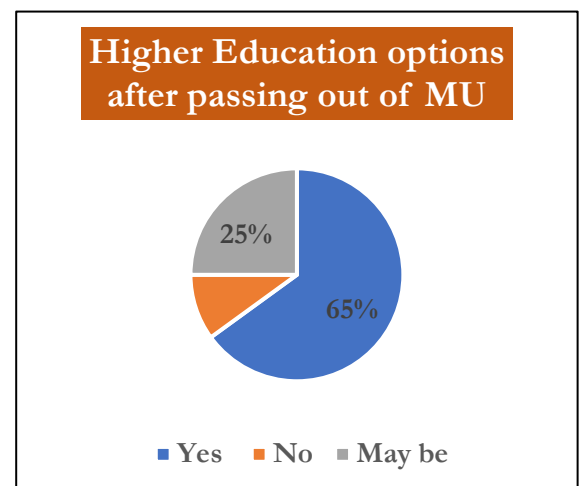
Chart 19: Does MU help you for Masters?

- An aspect that the institute should take into account is the consolidation of student welfare and committees to be largely managed by the students themselves. The group expressed that the Committee was nominated by the Management. They elaborated with narrating the increased regulation on campus which were seemingly gender-biased and put in new regulations on the movement of girls on campus. This evidences a very paternalistic attitude of the management towards the students, and inhibits the opportunities for student-led leadership.
- A few students noticed that the grading policy of the faculty had changed ever since the university became an autonomous body. A need for more transparency in grading and assessment policies was suggested.
- Students - when asked about their teaching faculty, were always opined positive. In fact, some asserted that some of their faculty members were the kind whose classes they would gladly attend irrespective of an attendance regime.

Chart 20	Chart 21
Quality of Teaching Staff	**Satisfied with Approach of Faculty**
100% Yes	80% Yes, 20% No
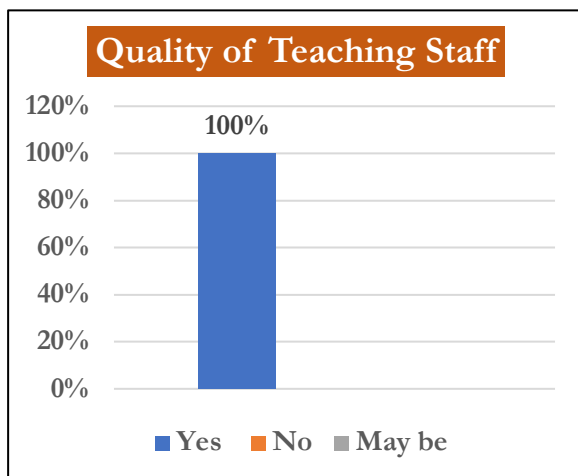
Chart 20: Are you happy with the Faculty here?

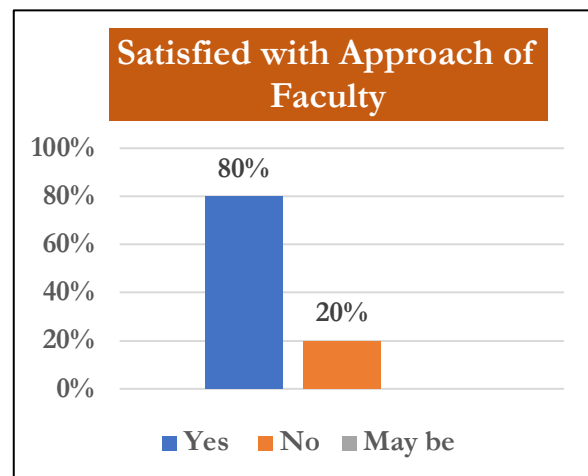**Chart 21: Do you like the way Faculty here teach?**

- About TechM Branding:
  Upon questioning whether the students on campus know the "TechM" Brand, everyone responded in the affirmative. (This confirms that the CSR initiatives being carried on by TechM at MEI, are being well received by the students due to their innate recognition of the brand).

TechM Branding

Chart 22: Do you know about TechM?
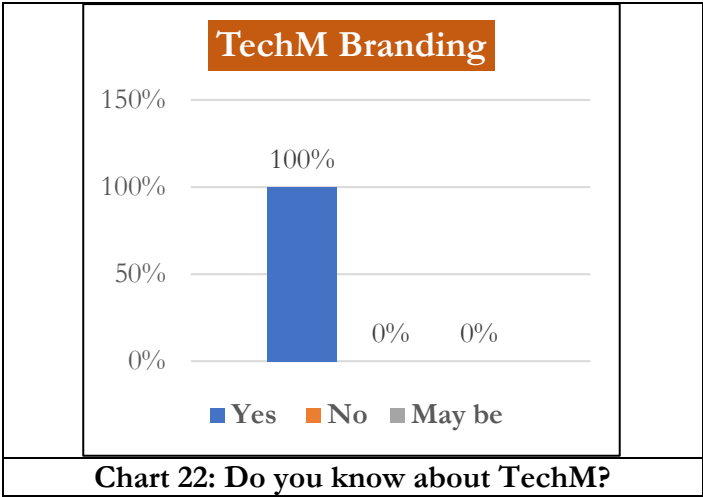
4.2. Financial Assessment of MEI:

4.2.1. Amount spent by Tech Mahindra towards CSR initiatives for the FY 2020-21:

TechM has spent an amount of Rs. 4650.15 lakhs towards its CSR initiatives to be implemented at MEI on imparting technical education for the Financial Year 2020-21. The deployment CSR funds have been utilised under the following categories:

	Table 6: CSR Contributions of TechM	
Sl. no	Particulars	Rs. in Lakhs
1	Addition of 3 mechanical workshop buildings	457.02
2	Plant & Machinery	186.59
3	Computers	28.51
4	Office Equipment	18.83
5	Furniture & Fixtures	120.25
6	Library Books	0.81
7	Lab Equipment	30.2
8	Increase in CWIP	2380.94
9	R&D Expenses	22.98
10	Other Operating Expenses	1427
	TOTAL	**4650.15**

4.2.2. Amount spent on R&D activities by MEI:

MEI has invested an amount of Rs. 22.98 Lakhs towards:

1. Development of resource allocation system for Warehouse, Ground Inc. Japan
2. Plug and play IV Curve Tester for PV, Department of Science and Technology (DST)
3. 3D Elastodynamic Fracture Simulations, National Supercomputing Mission (NSM)
4. Metamaterials based compact broadband tunable modulator for terahertz photonics, Ministry of Electronics and Information Technology (MeitY) – Collaboration with IIT Guwahati
5. Structural Health Assessment and Monitoring of Structures using Wireless Sensors and Artificial Intelligence, KDM Engineers (India) Pvt. Ltd

6. A Novel Scalable High-Performance Machine Learning Algorithms for NGS Analysis of Genomics Data at Exascale Level, National Supercomputing Mission (NSM) – Collaboration with IIT Indore & ICAR-IISR Indore
7. IoT Security - Cybersecurity Centre of Excellence (CCoE), a joint initiative of Data Security Council of India (DSCI) and Govt. of Telangana.

Table 7: R&D Expenses				
Head	MEI	MU	Total	Remarks
R & D Exp	22.98	0.30	23.28	Internal R & D Expenses

4.2.3. Infrastructure at MEI:

MEI has initiated various infrastructure related developments which contributed in furtherance of the objective of imparting technical education.

An amount of Rs. 32.23 Crores was deployed by TechM during 2020-21 towards setting up cutting-edge infrastructure. The funds given by TechM were well utilised by the MEI/MU.

However, the current projections indicate that more of such will be required in the near future in order to cater to the growing number of students foreseen.

Following are the existing infrastructure at MEI as at the end of 31st March 2021:

Table 8: Current Infrastructure			
S. No.	Description	Total	Capacity
1	Classrooms	8	120
2	Classrooms	10	70
3	Lecture theatre	2	240
4	Tutorial Room	8	40
5	Laboratories		
	• Physics Lab	3	40
	• Chemistry Lab	3	40
	• Chemistry Research Lab	2	40
	• Computer Lab	1	40
	• Language Lab	3	72
	• Drawing hall	1	40
	• Civil Workshop	2	

	• Mechanical workshop	3	
6	Cabin	51	
7	Cubicle	44	
8	Workstation	30	
9	Hostel - Old- blockwise- 60 rooms each block	7	120
10	Hostel Phase I	119- rooms	238 Beds
11	Hostel Phase II	355- rooms	710 Beds
12	Cafeteria- Near dorms	2	1000
13	Cafeteria Phase I (Hostel)	1	125
14	Coffee Day, Tea & Snacks	1	
15	Canteen (Academic Block)	1	
16	Sports facilities:		
	• Volleyball court	2	
	• Basketball court	1	
	• Badminton court	3	
	• Table Tennis	4	
	• Snooker	1	
	• Gym	2	
	• Football Ground	1	
	• Cricket Ground	1	

4.2.4. Infrastructure built at MEI using CSR funds given by Tech Mahindra during 2020-21:

Picture 1: Super Computer Lab

Picture 2: Robotic Lab

Picture 3: Automotive Systems Laboratory

Picture 4: IC Engines Laboratory

Picture 5: Robotic Lab 2

Picture 6: Electric Vehicle Technology Laboratory

4.2.5. Direct beneficiaries of CSR Contributions:

Students getting educated at Mahindra University are absorbed by Corporates across India. This confirms to the upgraded skills of students enrolled by the University and in itself an acknowledgement that the courses designed are in tune with corporate expectations and market requirements.

4.2.5.1. Students of MU placed at Corporates during Year 2020-21:

The details of Program wise students placed during the year 2020-21 is given as under:

Table 9: Program wise Placement of Students		
Sl No	Program	No of Students Placed
1	Computer Science Engineering	57
2	Electrical and Electronics Engineering	32
3	Mechanical Engineering	21
4	Civil Engineering	4
	Total	114

4.2.6. Indirect Beneficiaries of CSR Contribution:

The indirect beneficiaries of CSR initiatives of Tech Mahindra Ltd for the year 2020-21 include the following:

4.2.6.1. Department-wise Faculty & Staff at MEI (Teaching & Non-Teaching staff) for the academic year 2020:

A team of 82 Teaching Staff and 84 Non-Teaching Staff rendering services of excellence at MEI and MU together. The department wise distribution of the same is tabulated as under:

Table 10: Department-wise Faculty & Staff					
Sl. no	Department	T/NT	MU	MEI	Total
1	CEI	Teaching	1		1
2	Chemistry	Teaching	2		2
3	Civil Engineering	Teaching	5	5	10
4	Computer Science Engineering	Teaching	5	10	15
5	Design Thinking Lab	Teaching	1	1	2
6	Electrical And Electronics Engineering	Teaching	4	11	15
7	French	Teaching	1		1
8	Humanities	Teaching	2		2
9	Mathematics	Teaching	1	2	3
10	Mechanical Engineering	Teaching	3	12	15
11	Media	Teaching	3		3
12	Non-Vocational	Teaching	1		1
13	Physics	Teaching	4	3	7
14	School of Management	Teaching	3		3
15	Social Science	Teaching	1		1
16	Philosophy	Teaching		1	1
17	Non-Teaching Staff	Non-Teaching	29	56	84
	Grand Total		**66**	**101**	**166**

4.2.6.2. Outsourced / Third Party Vendors employed by MEI for the academic year 2020:

MEI has given livelihood opportunity to 371 Members by employing them for various activities through Outsourced Agencies:

Table 11: Third Party Vendors		
Sl.no:	Activity	No. of Members
1	Office Assistants	12
2	House Keeping Staff	109
3	Catering Staff	110
4	Security Staff	83
5	Maintenance	30
6	Gardening	18
7	Pest Control	3
8	Doctors & Nurses	6
	TOTAL	**371**

5. Key Survey Findings & Recommendations:

Based on the above data received and analysed – the following recommendations are suggested towards more long-term allocation of CSR funds as well as sustainable institutional growth:

1. Procedural Recommendations:

The impact of CSR initiatives can be fully harnessed when the proposed infrastructure projects of MU's current expansion efforts become operational.

TechM needs to make a dedicated effort towards ensuring that the proposed activities are operational as early as possible for achieving the desired impact (e.g. capitalisation of mechanical and EV labs of the engineering departments).

There is a need for continuous and periodic monitoring of the progress of works undertaken. Towards this, we suggest a 360 degree evaluation process of all current Departments, Schools and stakeholders at MU. A bi-annual assessment/review will enhance the intrinsic value of the funds allocated as well as manage the expectations of all stakeholders concerned.

2. Policy Recommendations:

   i) Robust assessment studies of initiatives may be carried out to decide on how to prioritise areas of excellence to put the university on national and international map in future.
   ii) MEI may consider implementing some thoroughly deliberated measures towards the overall institution-building of the University such that its processes function seamlessly through the years of scale and growth anticpated.
   iii) MU may consider enhancing the collective leadership of the student body.

TechM has been able to meet its CSR needs of providing quality technical education.

A combination of the above with more high-value CSR initiatives is desired in maintaining its objectives for the long-term as the university is gearing up for exponential growth in all dimensions.

***

Thank You